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Improvement of professional quality of skills of music teachers

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ABSTRACT

Much profile is a discriminating particularity to activity of the teacher of the music. As is well known, lesson of the music comprises of itself choral chant, performance on music instrument, listening the music and analysis heard, questions historian-theoretical cycle, solfeggio and t d. Teacher of the music must possess deep "three-dimensional" knowledge's, broad range of the music professions.

Keywords: shaping skills teachers of the music, choral chant, performance on music instrument, listening the music, analysis heard, questions historian-theoretical cycle, solfeggio, pedagogical technology.

1. INTRODUCTION

With the implementation of the Law "On Education" and the "National Program for Personnel Training" in Uzbekistan today's schools need not just graduate, but creatively active person, breadth of vision and wide range of interests which offer the most complete implementation of educational activities in the spiritual richness and professional skills of teachers of music.

Creative approach of music teacher as an active independent activity produces something new. The novelty of creativity can be evaluated with objective and subjective points of view. In the first case, the criterion becomes a social value and novelty of the solutions, we can talk about creativity in every sense of the word as an artist, scientist, inventor, teacher, etc. In the second case, the creative process does not have the novelty and social importance, but still in the process of creative activities teachers can take place the same psychological processes that are characteristic of high-grade forms of art, music teacher needed at this stage. This is due to the fact that the subject of creativity in the second case also makes a discovery, but - for himself, and thus enrich their skills, creativity and inner peace on the whole student. That is why the creative activity of students in a variety of forms is an important means of successful development of many socially important creative abilities (imagination, thought, conscience, determination, will power, etc.). An introduction to the activity of music teachers is considered a modern didactics as an essential element of educational content.

Exploring the relationship of creativity and processes of education, the researchers come to the conclusion that they basically represent the "art of searching, using a combination of knowledge of new techniques," "... Search brand new innovative pedagogical decisions and target systems "(N.A.Vengerensky, S.G.Vershilovsky).

Educational process in the school providing general education should ensure the planned development of abilities of the individual, which stimulates the activity of future music teachers receiving extra impetus, the energy for more intense creativity. It is noteworthy in this respect that today much fruitful work on arming their scientific knowledge by special items like (special musical instrument, conducting, choir, music theory, ear training, and others) future music teachers improve their knowledge in the field of pedagogy, psychology, sociology and future music teachers improve their skills in psychological and pedagogical training in their work.

"The creative process of the teacher is considered by scientists as" activities which aimed at a permanent solution to the countless number of educational challenges in changing circumstances during which teachers work out and realize a in communication with children optimally, the original for the teaching of personality pedagogical problems are solved. No standard pedagogical solutions and features of object-mediated subject of pedagogical influence "(V.A.Slastenin).

Analysis of the various sources on the issue of creativity in teaching science allows us to conclude that it characterizes as a key indicator of social and professional maturity of the teacher, which manifests itself in such terms as: a commitment to continuous Vocational, intellectual, cultural and moral selfimproment; interest in the success of the activities, the need for self-actualization at work, search,

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originality, completely constructive thinking in relation to the world, the ability to find optimal ways and means to address the shortcomings in getting the best results, activities, anticipate the consequences of their actions and deeds; the ability to take responsibility for the results of its own activities, the team, the ability to independently vary, find the missing methods and tools for achieving the goals of his artistic career, efficiency of activity, achieving success in any endeavor, etc. It is necessary to add that without the urge to be creative in any field, even if it is pedagogical, educational, organizational, complex and difficult to achieve meaningful results. In creating the optimum conditions for the complete (full) implementation of individual creative abilities (abilities) to enhance creative thinking of teachers by finding creative solutions and non-standard problems in the development of intellectual abilities and skills in the development of self-reliance, initiative, in constant relentless pursuit of the highest results is the development of the creative potential of individuals, aimed at transforming the creative activity not only during training but also for future activities.

The need for a broad and multi-dimensional and multi-faceted training of music teachers of secondary school mentioned music education researchers such as: B.F.Asafev, V.N.Shatskaya, O.A.Apraksina, N.V.Vetlugina, L.G.Archazhnikova, D.B.Kabalevsky, E.B.Abdullin and other scientists of our country: S.Annamuratova, R.Hasanov, K.Mamirov, F. Khalilov, I.Reves, Mr. Sharipov D.Karimova, Sh.Rahimov and others, believing that their work is related to the solution of the set tasks requiring activation of creative skills.

Achieving a high level of pedagogical skills teachers of music dictated by the realization of this goal - the formation of musical culture among the students as an integral part of general artistic education where important musical aesthetic education, which involves the formation of the individual abilities of perception, right-of understanding of the beautiful in art, development of aesthetic concepts, tastes and ideals in the development of creative talents. It is notaccidental that as regards this in is mentioned in the Law "On Education" and the "National Training Programme" thait is necessary to educate students not narrow craftspeople, and to give them a broad general musical development - which will acquire musical horizons, to achieve a high level of musical thought, to form the aesthetic tastes and views. Moreover, it is emphasized that without the implementation challenges of professional readiness of future music teachers to the profession, elevated on a professional level and improve teaching skills of future teachers of music is unthinkable without making them was a need for creative work and willingness to continuous self-education and self-improvemen

Consequently, the process of formation of professional readiness of the teacher-musician directly depends on the development of creative qualities of the person, from the realisation of her creative expressions in the process of professional training, through which the process of formation and development of the creative work of the future professionals in general, in musical -aesthetic education in particular.

To outline the main areas of training future music teachers to educational work in a secondary school, it is necessary to identify the knowledge, skills that are needed by the teacher-organizer of the musical and aesthetic development of the students.

Professional-pedagogical orientation of the educational process of higher education must take into account the specifics of the profession, and to solve common problems musical training of music teachers, in other words, an expert with broad professional and pedagogical and musical knowledge and interests possesing knowledge of computer, video game, and also innovational pedagogical technologies used in the learning process.

In general, the mastery of musical culture activates the vocational focus of the future music teachers. However, the development of the creative work of the teacher of music prevents undeveloped holistic methodological training of music teachers, which allows future specialist it is possible to adapt to any changes in circumstances of their activities, are required to appeal skillfully varied techniques and the ways learning variably apply, combine methodological knowledge, skills, combining traditional and innovative in their teaching. Only on the basis of a creative approach to the methodical preparation of music teachers may establish and improve basic teaching skills, through which the music teacher routinely presented as a pioneer in its educational activities. This reflects one of the important aspects of a holistic educational process of higher education to be effect timely contribute to the development of creative, professional direction of future music teachers.

The Music Lesson, as a lesson of music must always be integral, combining all the elements included in it under the single concept of music, musical art. In order to carry out the lessons of the implementation of the most important tasks of music musical education: the formation of students of high musical and aesthetic taste, creativity, communication needs with the music, for the development of a fully developed harmonic personality, it is necessary first of all to take care of the full, harmonic development of future music teachers. This means that only the creative music teacher, as a carrier of high artistic culture, becomes the "creator" of music.

Consequently, modern music lesson, a lesson as art is unthinkable without the creative process.

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Thus, creativity is typical for a developing personality, and especially inherent in occupations involving artistic and executive activities, as it is important to create individual, not an image, as in art, not a mechanism or structure in engineering.

Researchers have shown that the greatest manifestation of creativity in the process of making music is in search of cognitive and Intellectual activities that promote intensive processes of memory, imagination, etc. The music teacher is to design the result in accordance with the original data, analyze the emerging situation and find a means to achieve the goal critical ey evaluate the gains.

2. CONCLUSION

In our view, pedagogical creativity should be reflected in the preparation of teachers of music, as it is completely versatile figure linked to the process of new aspects of the phenomena. This could include the value relation to works of art directly to the activity as "a musician and teacher in a secondary school should not be detached in any one field of music. It has to be a theorist, but ... at the same time and used musical historian, and music ethnologist, performer, possessing instruments be always ready to pay attention to this or that direction"(BV Asafiev).

An important factor in the activity of professional future music teachers is methods of stimulating interest, as necessary for creative activity, developing creativity, autonomy of self purpose. They are also valuable for his research work at the school where the teacher acts as a permanent experimentors in the musical education of students. These include Searching of effective methods of teaching in reliance on the impact of adjacent rows of arts, the use of interdisciplinary connections in the learning process, etc. This process is impossible without renewal, deepening and expanding of knowledge and skills in their chosen profession. In other words, we are talking about the problem of knowledge, the dynamics of its development from the simplest manifestation of creative talent more sophisticated in dealing with a variety of educational tasks; needs of independent judgment in the assessment of perceived phenomena, waking initiative, focus, imagination, and in the selection, generalized high humidity prediction and practical use of musical material.

Teacher of high school, forming a future teacher of music in the broadest sense of our understanding, must be at the intersection of the spheres of music artificial with related sciences: psychology, pedagogy, aesthetics and art knowledge. Knowledge of the methodological principles of art, their use in the musical education and upbringing, as well as the data of philosophy, aesthetics, logic and ideological essence of modern music and native music through the prism of the general provisions are the main components of successful work in the formation of professional musician.

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